THE TRAINING SCHOOL AT VINELAND, NEW JERSEY
DEVOTED TO THE INTERESTS OF THOSE WHOSE MINDS HAVE NOT DEVELOPED NORMALLY

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In Memoriam

MRS. J. GUERNEY SHOLL

The many friends of Mrs. J. Guerney Sholl at The Training School and in the Vineland area were shocked to learn of her tragic death in an automobile accident on Friday, February 11, near Frederick, Maryland. Mrs. Sholl had been a member of the Board of Visitors at The Training School since 1942.

According to news reports, the Sholl car crashed into a tractor-trailer during a driving rainstorm. Mrs. Sholl was fatally injured. Her husband was removed to the Frederick Memorial Hospital, where his injuries proved not to be of a critical nature. Mr. Sholl is secretary of the Migrant Labor Board of the New Jersey Department of Labor, with offices in Trenton.

Dr. and Mrs. Walter Jacob and Mrs. Alice M. Nash were among several friends from The Training School who attended funeral services for Mrs. Sholl, held Tuesday, February 15, at Pitman.

Born Helen Hare, Mrs. Sholl was the daughter of a former treasurer of Bucknell University. She, her husband, and three sons were all graduated from that institution. Active in the programs of The Training School, Mrs. Sholl was also one of the founders of the Pitman Mothers' Club, which preceded the Parent-Teacher Association. She was the first president of the Gloucester PTA Council, said to be the first such council organized in the United States. She was a past president of the Pitman Woman's Club and also served as president of the Past Presidents Club, First District, New Jersey Federation of Women's Clubs. For many years she served as teacher of the Amoma Class of the Pitman Baptist Church School.

Surviving are her husband; three sons, Dr. John G. Sholl, 3rd, of Cleveland, Donald H. Sholl of Haddonfield, Calvin K. Sholl of Syracuse; and eleven grandchildren.

RETARDED ADULTS WHO HAVE DEVELOPED BEYOND EXPECTATION—PART III* FURTHER ANALYSIS AND SUMMARY

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INTRODUCTION

This is the third of a series of articles (3, 4) which attempts to describe the characteristics of a select group of mental defectives which is functioning today at a level considerably higher than would have been anticipated from its psychometric performances at the time of admission to The Training School twenty years ago. This group has been compared on a variety of psychological functions with a similar group which has failed to show such change in functioning level during the course of its institutional residence. Differences in the current test performances of these two groups have been evaluated and reported in two previous Bulletin articles; it is our purpose now to summarize and to describe the inter-relationships between the variables which were found to be most discriminative and which are presumed to have some value in the prognosis of mental deficiency.

In brief, the findings reported in the two previous articles indicate that a variety of functions discriminate between the mental defective who has shown development beyond expectation and the defective who has maintained his status at a consistent level. Differences were found in Wechsler scores and in their patterns, in scores on the *Vineland Social Maturity Scale*, the *Porteus Mazes*, the *Progressive Matrices*, and in the performances sampled by a *Sorting Test*, the *H-T-P Test*, the *Bender-Gestalt* and a *Level-of-Aspiration Test*. The question remains as to how these measures are inter-related and as to whether their patternings can contribute to the understanding of the traits which differentiate the members of these two groups.

In all, twenty-seven of the measures were chosen for further analysis; with one or two exceptions, all yielded differences between the late-developer and non-developer groups which attained statistical significance at least at the five percent level of confidence. The distribution of

* This is the third of a series of articles which summarize the results of several projects which are receiving partial support from the United States Public Health Service.

scores on these measures were combined for the two groups (N=48), the scores intercorrelated, and then factored by Thurstone's centroid method. The variables studied include scores from: (a) the sub-tests of the Wechsler-Bellevue, Form I. (b) the Progressive Matrices. (c) the Porteus Mazes. (d) the Self-Direction, Locomotion, and Communication sections of the Vineland Social Maturity Scale. (e) the Sorting Test. Here are included the frequencies of "inadequate sortings" and of "abstract" and "concrete" definition. (f) the Aspiration Test. While three scores were derived from this measure, only the "aspiration score" was found to be discriminative and so it, alone, is included. (g) the Bender-Gestalt. Included are "total scores" and scores on "rotations" and "distortions" as derived from the application of Pascal's scoring system. (h) the H-T-P Test. Included are the number of "Goodenough elements" derived from applying Goodenough's scoring principles to the drawing of the man, scores representative of the ratio of the number of poor junctures made in the drawings to the total number of junctures, and scores expressed as square centimeters of space used in executing the drawing.

Details of the scoring procedures for the Object Sorting Test, the Level-of-Aspiration Test, the Bender-Gestalt, and the H-T-P are described in June 1954, Bulletin article (4).

Some questions may be raised concerning the legitimacy of combining populations, such as we have done, particularly when one has found significant differences between the means of the variables. Such a procedure results in correlation between means and this undoubtedly results in some spuriousness in the correlations between scores. The alternative, of course, would have been to factor the matrices from each of the populations independently; the smallness of the samples precluded this possibility and rather than leave the question of inter-relationships between variables unanswered, the populations were combined and the analysis reported here, carried out. As further justification, it may be pointed out that neither the correlation matrix nor the resulting factorial structure are in any way atypical; the magnitude of the intercorrelations are within the expected range, and their patterning is a logical one.

RESULTS

The matrix of inter-correlations between the variables is presented in Table 1. An inspection of this table reveals a range of values from —.72 to +.86 with no major incongruities in their patterning. The matrix was factored and three factors were extracted; after the extrac-

Table 1

Intercorrelations between twenty-seven variables which discriminate between late-developers and non-developers

		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Wechsler Verbal	1	51	86	53	63	65	72	42	34	47	30	34	55	49	35	51	50	—45	31	—29	11	—42	—40	—37	44	—33	47
Wechsler Perform.	2		43	37	45	35	37	71	79	76	79	60	66	69	49	18	45	—47	33	—37	—26	—62	—62	—29	66	—57	10
Information	3			56	42	56	64	50	37	34	23	31	53	40	43	59	54	—45	03	—38	—05	—36	—32	—39	34	—32	24
Comprehension	4				16	01	72	05	35	42	40	32	38	41	36	41	34	—44	40	—21	—20	—54	—39	—37	40	—35	14
Digit Span	5					42	35	32	16	56	29	50	48	21	17	23	47	—53	29	—31	06	—45	—45	—38	42	—16	59
Arithmetic	6						31	36	25	32	23	44	53	43	25	45	40	—22	10	—20	—16	—37	—29	—30	26	—18	27
Similarities	7							43	31	43	33	39	40	40	31	34	37	—51	33	—19	11	—49	—38	—41	35	—26	41
Picture Arrange.	8								54	59	54	58	64	57	46	35	45	—38	34	—31	—28	—59	—62	—40	54	—38	20
Picture Comp.	9									55	61	37	64	53	42	22	26	—27	15	—32	—43	—53	—42	—28	53	—55	—09
Block Design	10										64	56	74	58	36	28	52	—59	40	—33	—31	—60	—57	—46	66	—31	28
Object Assemb.	11											57	51	58	12	07	29	—46	29	—24	—17	—61	—63	—11	50	—55	02
Digit Symbol	12												42	61	22	20	52	—59	40	—38	—15	—73	—62	—39	37	—28	04
Prog. Matrices	13													63	45	41	37	—39	35	—31	—47	—52	—53	—43	56	—45	28
Porteus Maze	14														35	34	39	—23	25	—35	—20	—72	—57	—52	50	—47	16
Self Direct.	15															59	40	—15	22	—21	—28	—35	—14	—49	32	—27	10
Locomotion	16																47	—13	12	—10	—28	—41	—25	—53	28	—24	26
Communication	17																	—28	20	—43	—08	—46	—36	—35	31	—22	17
Ad. of Sorting	18																		—63	51	—03	48	47	40	—47	36	—28
Abstract Concepts	19																			—45	—09	—31	—53	—17	37	—28	24
Concrete Concepts	20																				—29	25	18	26	—20	28	—01
Aspiration	21																					35	27	30	—27	27	11
Bender Total	22																						79	63	—57	46	—23
Distortion	23																							42	—66	50	—31
Rotations	24																								24	15	—29
Goodenough Elem.	25																									—79	47
Ratio of poor junct.	26																										—24
Area of page	27																										

tion of the third factor, the resulting residuals were symmetrically distributed about zero with none being greater than .20, and for this reason, further factors were not extracted.

The centroid loadings of these three factors are presented in Table 2 and their values, after two orthogonal rotations, in Table 3. The three factors which emerge are all bipolar and fail to attain independence. The first factor, accounting for a sizable proportion of the variance, appears to be a general factor since all measures excepting the Object Assembly Test of the Wechsler and the Level-of-Aspiration Test have fairly high loadings on it. Two of the sorting scores and two of the Bender have sizable negative loadings in this factor. (See Figure 1)

The second factor is defined by a group of performance exercises including those from the Wechsler, the Progressive Matrices, the Mazes, and the Goodenough. The Aspiration Test, the Bender Total score, distortions on the Bender, and poor junctures on the H-T-P, have negative loadings. While correlated with the general factor, this obviously represents perceptual-motor ability and as Table 3 reveals, tests that have

Table 2
Centroid factor loadings

Variable		k_1	k_2	k_3	h^2
1. Wechsler:	Verbal I.Q.	735	—476	—223	817
2.	Performance I.Q.	811	368	050	796
3.	Information	679	—436	—359	780
4.	Comprehension	589	—188	—066	387
5.	Digit Span	591	—266	291	505
6.	Arithmetic	530	—157	—164	332
7.	Similarities	640	—359	—124	554
8.	Picture Arrangement	727	241	—014	587
9.	Picture Completion	646	409	—159	610
10.	Block Design	793	157	184	687
11.	Object Assembly	645	463	193	667
12.	Digit Symbol	690	110	407	654
13. Progressive Matrices		793	136	—206	690
14. Porteus Mazes		729	237	—036	589
15. Social Scale:	Self Direction	523	—132	—258	358
16.	Locomotion	523	—331	—374	523
17.	Communication	600	—194	085	405
18. Sorting Test:	Inadequacy of Sorting	—636	172	—420	610
19.	Abstract Concepts	486	—063	290	324
20.	Concrete Concepts	—432	193	—337	337
21. Aspiration Test		—274	—405	263	308
22. Bender:	Total Score	—808	—188	—148	710
23.	Distortion	—741	—269	—209	665
24.	Rotations	—562	293	—128	418
25. Goodenough Elements		699	362	—288	703
26. H-T-P:	Poor Junctures	—595	—281	203	474
27.	Page Utilization	366	—309	—065	233

Table 3
Factor loadings after a rotation in the Planes I-II and II-III

Variable		k_1	k_2	k_3	h^2
1. Wechsler:	Verbal I.Q.	902	—044	011	816
2.	Performance I.Q.	487	724	182	794
3.	Information	872	—038	—138	781
4.	Comprehension	601	132	093	387
5.	Digit Span	548	066	448	505
6.	Arithmetic	561	131	—019	332
7.	Similarities	741	009	071	554
8.	Picture Arrangement	495	572	119	586
9.	Picture Completion	384	677	—062	610
10.	Block Design	540	532	335	687
11.	Object Assembly	266	723	271	667
12.	Digit Symbol	419	440	534	654
13. Progressive Matrices		651	514	—039	690
14. Porteus Mazes		505	570	098	590
15. Social Scale:	Self Direction	568	148	—115	358
16.	Locomotion	694	—025	—201	523
17.	Communication	574	132	242	405
18. Sorting Test:	Inadequacy of Sorting	—506	—169	—571	611
19.	Abstract Concepts	361	188	397	323
20.	Concrete Concepts	—368	—049	—448	338
21. Aspiration Test		—101	—488	245	308
22. Bender:	Total Score	—547	—567	—300	711
23.	Distortion	—436	—603	—333	665
24.	Rotations	—578	—027	—288	418
25. Goodenough Elements		484	663	—168	702
26. H-T-P:	Poor Junctures	—414	541	099	474
27.	Page Utilization	472	—084	059	233

purely verbal content have low loadings on this factor. (See Figure 1)

Factor III is somewhat more difficult to label. Digit Span, Block Design, Digit Symbol and the ability to give abstract definitions on the Sorting Test, all have sizable positive loadings on this factor and Inadequate Sortings and Concrete Concepts, sizable negative ones. It would appear, if Digit Span were not in this constellation, that the ability to make substitutions either at the verbal or manual level is involved in this factor. This author finds no other common element which runs through all of the measures represented in this factor.

Here it may be relevant to compare present findings with those from somewhat similar analyses. Of course, it is not possible to find another study with exactly the same selection of variables, but there are at least two which have been carried out on the Wechsler. Alderdice and Butler (1) factored the matrix which resulted from administering the Wechsler, Form I, to mental defectives with I.Q.'s in the range from 50 to 75. Their group, of course, is somewhat below ours in both I.Q. as well as in mental age, but their findings are congruent with ours in that

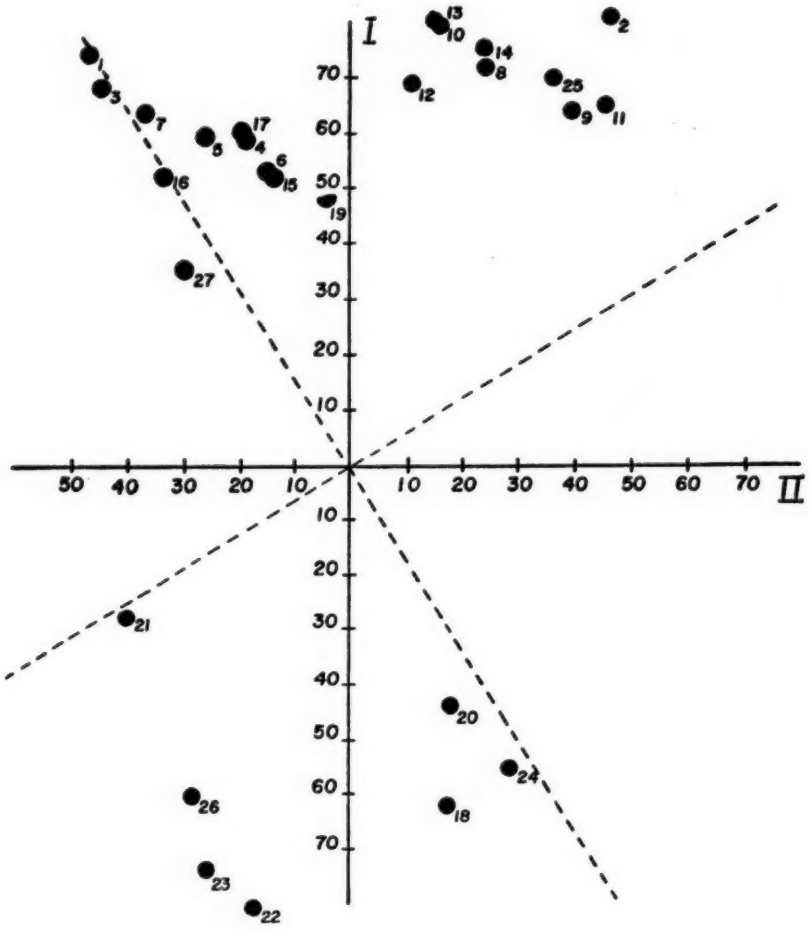

Figure I. Factorial composition of the twenty-seven discriminating variables on Factors I and II

they obtain a general factor and a performance factor. These authors, however, did not find a third factor. This may be the result of the fact they had a smaller sample of variables and/or a group of lower mental age. There is some evidence, e. g., Balinsky (2), which suggests that with the Wechsler at least, individuation occurs with advancing mental age. This investigator, when working with nine year olds, finds a general factor and a group factor just as we have found. The general fac-

tor, however, disappears at the higher age levels to reappear later at ages beyond fifty. The factorial structure of our variables appears to be somewhere between that of Alderdice and Butler's for adults with mental ages of nine as well as with Balinsky's nine year old normals, and that of Balinsky's twelve year old (and older) groups. In short, then, it would appear that the factorial structure of the abilities of our group is congruent with their mental age and that our findings are reasonably consistent with those of other individuals who have worked with the Wechsler among lower mental age groups.

It also appears that the structuring of the variables which discriminate between individuals who have developed beyond expectation and those which have not, is that which one might have anticipated from the mental age of the population employed. Apparently, while a variety of variables discriminate between the groups, they all appear as segments of "intelligence" and, disappointingly, no difference in motivation, attitude or in work habits emerge as explanatory variables.

SUMMARY

This is a report of a factor analysis which was made on a group of twenty-seven variables which were found to discriminate between mentally retarded individuals who have developed beyond expectation and those which have not. Three factors were extracted and they appear to be a general factor, a perceptual motor factor, and a "substitution" factor. Comparison of findings was made with those found in two other investigations in which the Wechsler was used among individuals with mental ages of nine and twelve. This comparison supports the notion that the obtained factorial structure is what might have been anticipated from the mental age of the group studied.

While the variables would appear to cover a variety of functions, they all emerge from the analysis as segments of "intelligence" and no differences in motivation, attitude or in work habits emerge as explanatory principles.

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THE FARM BENEATH THE SURFACE

HENRY E. RENNE

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In 1946, when Dr. Firman E. Bear, internationally known soils scientist and Chairman of the Department of Soils (now retired) at the New Jersey Experiment Station, Rutgers University, visited our farm, he was very much surprised to learn that some of the garden plots had been irrigated with well water for nearly forty years. He examined the soil in these plots to a depth of ten to twelve inches that day and was well pleased with what he found. Instead of a mottled appearance in the soil profile, which he thought would be evident, he found a very distinct division in the topsoil and the subsoil. This division of coloring in the soil indicated that the drainage of water and air through the ground was functioning properly, and as long as this process continued, with the addition of fertilizer and lime to hold fertility, bounteous harvests could be expected.

Dr. Bear had not anticipated these favorable conditions in the soil, but because over those forty years cover crops had been planted regularly, both chemical and natural fertilizers with lime had been applied faithfully and unstintingly to those plots, the organic matter content had been maintained. Although two and three crops in a season were being removed from this land under irrigation, and in some cases whole plants as well as roots and soil were annually being taken away, yet the fields were producing good crops year after year.

The pipe used in irrigating these plots was installed as an overhead sprinkling system before 1910, one of the earliest then in operation. Like the land, the pipes carrying the water have been exposed to the wind and rain and as a result many are thin and easily broken. When we complained to our chief engineer a few years ago regarding the condition of some of the very old and possibly original piping still in use, he jovially replied: "You'd be thin too, if you had been wet inside and out for forty years."

Reference to the pipe and pipe lines interests us because of the fact that under one line in our field many years ago a conduit for electric cable was placed beneath the ground with cemented manholes approxi-

mately one hundred yards apart. Fifteen years ago, when we came to The Training School, these manholes were still beneath the surface of the earth, so that when the land was plowed, if we failed to remember where they were, a broken plow point or a good stiff jolt on the plow handles was the result. Today these manholes are easily noticed, for they can be seen above the surrounding surface of the land. Naturally, the question arises: "Why are they visible now? Have they been rising to the surface, or has the surface lowered to bring them into view?"

If one were to walk in a cultivated field adjoining a grove of stately trees, he would note that the level of the field seemed much lower than that beneath the trees, and he would actually walk uphill, or vice versa, if going from field to grove. Chemical analysis would show the organic matter content to be much higher in the grove, for there the soil, with its accumulation of gradually decaying leaves and branches, is extremely fertile. In the cultivated field, man with his plow and the addition of fertilizers and lime to stimulate the activity of the soil microbes causes the decomposition of leaves and organic matter to take place at a much more rapid rate. The soil beneath the trees is far more porous and flocculent, its water-holding capacity greater than that of the field, and because the soil particles beneath the trees are not packed so closely, one does become aware of walking on higher ground. The land in the field was opened by the plow to the wind and the rain which blew and washed some of it from the surface, a process that just could not have taken place under the trees.

This same procedure was somewhat accentuated under the irrigation lines and the ground adjacent to the manholes, for here men, boys, and machines for years were traversing the land while loading and hauling off produce. This activity subsided the soil and removed a small portion of it with each crop grown and hauled away.

Most certainly many many tons of organic material in the form of manures and green manure crops have been returned to the land, yet the question that becomes apparent is, "Has this kept pace with what has been removed?" To a large extent it has, since chemical analysis has shown that the organic content is today nearly what it was fifteen years ago. We know that all growing plants take through their roots, stems and leaves the elements of which the soil is composed—a process known as photosynthesis—and, therefore, if the plant residue is returned to the earth it is broken down by the soil microbes into chemical elements which in turn may be used by the plant that follows. If plant residues

are plowed back, "big crops beget big crops", but man has used the tuber from the root, or the fruit from the vines and branches, and so everything is not immediately returned. Thus he must supplement what has been taken away with other organic materials that the delicate balance nature has set up might be maintained, or soil depletion will take place. The crux of the matter, we believe, is that through harvesting the fruit of the plant as well as the whole plant, soil which has adhered to the roots has been removed and the topsoil of forty years ago is gone, and part of what was the subsoil then is part of the topsoil now. If the tiller of the soil does his part, the subsoil will, if supplied with plant nutrients, organic materials, and lime, provide the plant a home as good as the original topsoil, and man can by doing this speed up the process by which nature builds fertile land.

It is safe to assume that the cemented manholes remained stationary regardless of the freezing and thawing of the ground, and we have mined away the land to their tops. It is not difficult to imagine how much is removed from the land in the growing of crops when we consider that as much as twenty tons of tomatoes, seven hundred bushels of potatoes, or twelve to fifteen tons of carrots are produced on an acre today. When we remember that not only soil, but chemical elements that make up the soil are both removed by *one* crop, we realize that when a field is double or triple-cropped in a season, this can amount to great proportions. If this system continues for forty years, the total weight alone removed could reach astounding figures. The older farmers may have been somewhat amiss when they thought the boulders their plows were striking each year were rising toward the surface, while actually the surface was coming down to the boulders a little each year. The freezing and thawing of the land may have made a difference, however, since it could have caused heaving of the earth and moved some stones toward the top, which would not have been true in the case of the manholes.

The road that divides the two irrigated plots at The Training School now gives every evidence of being higher than the surrounding farmland. There is a definite slope from road to field which was not nearly so pronounced years ago. This would bear out the fact regarding the emerging of the tops of the manholes.

As we look to the future in the light of all this, these questions naturally enter our thoughts: "Will the topsoil of today, which was part of the subsoil of yesterday, continue to produce what it did forty years ago? Can we maintain fertility and production if we remove so much of

The photographer catches up with Mr. Renne and some of his boys for a "Harvest Time" picture.

the surface so rapidly?" The answer can be in the affirmative provided we keep the proper chemical balance in line yearly by the additions of liming materials and of major and minor elements through fertilization. We need have no fears if we carry through the tasks and principles stated in the final paragraph of an article published in The Training School Bulletin in April 1944, entitled "Fifty-Five Years of Agriculture at The Training School", which read: "We shall grow the best varieties of crops adapted to our soil, our climate, and our environment, and endeavor persistently to build up our land by incorporating into the soil all the organic matter possible, so that over a period of years the greatest measure of production may be maintained and the largest possible benefit derived from the resources with which nature has provided us."

Future generations must be considered when we read these words

again. We cannot do what men in some parts of the world, or even in our own country, have done in the past; namely, take all the land would yield and return nothing of what it gave. After one portion of the land was depleted of its ability to produce, these farmers moved on to other fields and began the destructive process all over again. We cannot move to new fields at The Training School, for this would be like taking the easy road, but must remain where we are and make this farm of today as productive as the one of forty years ago. We shall not fail in this endeavor if we earnestly make provision for the physical needs of tomorrow's soil today.

WORKSHOP TO TRAIN PARENT-CONSULTANTS SCHEDULED HERE FOR WEEK OF MARCH 21-25

A five-day workshop to assist community parents' groups with their work in behalf of mentally retarded children is planned at The Training School, Vineland, for the week of March 21-25.

Dr. Walter Jacob, director of the school, states that the project has been made possible through funds provided by the Ray and Charles Newman Memorial Foundation, Inc., of New York. Dr. Harold A. Delp, coordinator of educational activities of The Training School, will direct the workshop. He will be assisted by members of the education, psychology, cottage life, vocational training, and other departments of the school.

A number of widely known specialists in this field will also participate in several of the sessions: Dr. Samuel R. Laycock, formerly of the University of Saskatchewan, Canada; Dr. Salvatore G. DiMichael of New York, executive director, National Association for Retarded Children; Dr. Herman D. Arbitman, executive director, Cleveland (O.) Council for the Retarded Child and a former member of the research staff at The Training School; Miss Vincentz Cianci, supervisor of Home Training, New Jersey State Department of Institutions and Agencies.

A parent selected by his community group to enroll at the workshop will be trained as a consultant or "resource person" for his group. Problems basic to all communities, information concerning professional help needed, sources for guidance and counselling, and other information for the benefit of parents of retarded children will be discussed. Application forms have been sent out widely, but Dr. Delp will forward information to any additional or newly organized groups which may not be on the current mailing list.

VISITORS TO THE TRAINING SCHOOL

During the past few months several large groups of visitors have come to The Training School for observation tours and discussion meetings. They include: 30 members of the Guidance and Personnel Association of New Jersey, southern division, covering 7 counties; 14 student nurses and 2 instructors from Delaware State Hospital at Farnhurst; the superintendent and 4 guests from the Valley of the Sun School, Phoenix, Arizona; 17 members of the Seabrook Farms Women's Club.

Mr. and Mrs. C. S. Perkins of Los Angeles, Calif. Mr. Perkins is president of the Exceptional Children's Foundation there; D. E. Luther, Superintendent of the Martin Luther Home, Sterling, Nebraska; 23 members of the Middlesex County Superintendents' Association; 34 South Jersey Parole Supervisors and Institutional Parole Officers; 120 members of the South Jersey Social Workers Club.

Tatsuichi Yanazaki of Tokyo, Japan, social worker in the largest school for mentally retarded children in Japan; 12 members of the Welfare Committee of the Federation of Jewish Charities, Atlantic City; 40 student nurses from Cooper Hospital in Camden, N. J.; 45 teachers from the Cumberland County Workshop, Shiloh, N. J.

SPEAKERS BUREAU BUSY

Within the past three months, members of The Training School administrative, psychological, and education staffs have filled speaking engagements to: The annual Cumberland County Teachers Institute, Malaga PTA, Little Silver Woman's Club, Bridgeton Teachers Club, Atlantic City Lions Club, Asbury Park Woman's Club, Somers Point PTA, Lindenwold Woman's Club, Mt. Ephraim Rotary Club, Point Pleasant Woman's Club, Spring Road PTA in Vineland, Egg Harbor Kiwanis Club, Vineland Pre-School Study group, Vineland First Methodist Church Men's Club, Vineland Chapter of Hadassah, Cunningham School PTA in Vineland, Carmel PTA, Vineland Poultrymen's Club, Sons of Jacob Sisterhood in Vineland, Riverside Woman's Club, Millville Wood School PTA, Vineland Ethical Society.

DATES TO LIST ON YOUR CALENDAR

March 21-25 — Workshop to train representatives from parents' groups as consultants or "resource" persons for their community groups.

May 7 — Parents, Inc. dinner at Hotel Pierre, New York.

May 18 — "Vineland Day", all day program sponsored by New Jersey Federation of Women's Clubs.

May 24-28 — AAMD Convention in Detroit.

June 8 — "Annual Day". Association members here for all day program.

June 20-July 1 — Teacher Training Institute, "The Educable Child".

July 5-16 — Teacher Training Institute, "The Trainable Child".

MUSIC AND MOTION PICTURES FEATURE FARM BOYS' PARTY

More than 75 boys learning vocational agriculture at The Training School enjoyed a "Farm Night" program Wednesday evening, February 9, arranged by Henry E. Renne, farm supervisor. A number of staff members and guests also enjoyed the evening of motion pictures, music, and refreshments.

A sound film in color, "What Do You Know About New Jersey?", was shown. It presented the Garden State's high ranking place in farm produce, as well as other natural resources. A big feature of the evening was the singing of Walter Williams, a bass soloist from the First Presbyterian Church choir of Merchantville. He sang many familiar numbers, including "Old Man River", "Asleep in the Deep", and "The Big Bass Viol". He was accompanied on the piano by his wife.

John V. Vaccaro, of the school staff, presented a number of violin solos, accompanied by Mrs. Norma Pollack Lirio. The harmonica trio of "Charlie, George, and Bobby" played and a quintet of the farm boys sang several numbers.

Refreshments were served by Mrs. Alice M. Nash, Mrs. Elizabeth Hetzell, and Mrs. Elizabeth McCarthy at the conclusion of the evening.